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ABSTRACT

This study sought to determine how teachers (n=61) at two Paideia schools in Chattanooga (Tennessee) perceived the professional staff development activities provided for them as they made the transition from a traditional direct instruction model of teaching to a nontraditional three-column model of instruction which included didactic presentations (lecture), Socratic questioning (seminars and discussions), and coaching (skill development in small groups with teachers and/or tutors). Findings showed that: (1) 47 percent of lower level (grades K-5) teachers and 29 percent of upper level (grades 6-12) teachers felt that they needed additional training in didactic presentations; (2) 27 percent of lower level teachers and 11 percent of upper level teachers reported using Socratic questioning techniques 75 percent of their teaching time; (3) 32 percent of lower level teachers and 22 percent of upper level teachers felt that seminars were essential in increasing students' understanding of ideas and values; and (4) 22 percent of lower level teachers and 20 percent of upper level teachers reported that coaching had replaced 25 to 50 percent of their traditional teaching methods. Areas of identified staff development need included: incorporation of creative presentations into lectures, observation of Socratic questioning, computer-aided instruction, integrated literature-based instruction, and alternative assessment. The survey instrument and a description of the Paideia approach are appended. (JDD)

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ED 369 742

SURVEY ASSESSMENT OF PAIDEIA TEACHERS PERCEPTIONS CONCERNING PROFESSIONAL STAFF DEVELOPMENT

presented at

the Mid-South Educational Research Association

New Orleans, Louisiana

November 10 - 12, 1993

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Introduction

Staff development in the 1990's is being reconceptualized to meet the demands and challenges of reform and restructuring efforts. In 1990, Sparks & Loucks-Horsley proposed a more holistic model for staff development, which challenged staff developers to (1) use a systems perspective in promoting change, (b) re-establish norms for roles and relationships by focusing on the development of human potential, and (c) adopt a "working with" paradigm for change. As early as 1986 the first Paideia Proposal pilot school, Chattanooga School for the Arts and Sciences (CSAS), put such a professional staff development project in place. In 1991 a second Paideia school, Chattanooga School for the Liberal Arts (CSLA), was opened with a similar professional staff development plan.

These two Paideia Proposal pilot schools in Chattanooga, Tennessee offer all children equity through the same academic opportunities in a one-track curriculum. Word of mouth advertising for these schools has made them the most sought after public schools in Chattanooga with parents camping out to submit their child's application.

Overview of the Paideia Professional Staff Development Activities

At the beginning of the Professional Staff Development Activities all teachers were made aware of the fact that there was more to teaching than textbooks and the four walls of a room. One of the forces behind the professional staff development was that the teachers needed to be connected to the community. This connection was established by having community leaders and area

media persons come to the professional staff development activities to discuss the community, its needs and ways that they could interact with it -- this even included a tour of downtown Chattanooga to see the opportunities for involvement with the curriculum. Visionaries of Chattanooga, media people, Members of the Board of Education, Harry J. Reynolds, Superintendent -- were all there at one time or another for the teachers to connect with.

Actual staff development sessions were presented like the three columns of the Paideia Model. According to Mary Ann Holt, Founding Principal of the Elementary Schools, "Teachers were given buttons that ask them to think differently. Every time they thought traditionally we pointed to the buttons they were wearing and asked them to think differently."

Very little information during the professional staff development was provided didactically in a lecture style. The majority of the time was spent with Socratic Seminars which required questioning and dialoguing of all involved. Some coaching time was built in for those who needed more one-on-one discussion of the various aspects of the new teaching approach.

All of the teachers were treated professionally and as colleagues -- administrators talked with teachers not to them. Seminars on leadership topics were based on assigned readings -- including Machiavelli and the Prince, Antigone, Martin Luther King's letters from the Birmingham Jail and The Declaration of Independence. Many other multicultural pieces were built into this seminaring process because of the multicultural make-up of the

proposed student populations.

Each culminating activity for the professional staff development was challenging physically and mentally. They included: rafting down the Hiawasee River, participation at a simulated hang gliding course and rafting down the Nanahala River.

Purpose of Study

The purpose of the study was to determine how the teachers at these Paideia schools perceived the professional staff development activities that had been provided for them as they made the transition from a traditional direct instruction model of teaching to a nontraditional three column model of instruction which included didactic presentations (lecture), socratic questioning (seminars and discussions), and coaching (skill development in small groups with teachers and/or tutors). More information about the three columns of the Paideia Proposal are described in detail in the appendix.

Survey Development and Administration

In the spring of 1993, a Paideia **Survey** was developed by Mary Ann Holt, Founding Elementary Principal for both Paideia schools, Ada Beth Cutler, Research Consultant with Educational Matters in Boston, Mike O'Laughlin, Director of Information Services, Research and Evaluation for the Chattanooga Public Schools, and Cynthia M. Gettys, Researcher with the University of Tennessee at Chattanooga.

The survey was administered to all teachers teaching at CSAS and CSLA. The data set of 61 surveys represents a return rate of 88%. For the purpose of this research the findings have been

divided to represent two areas of current teaching assignment: lower (elementary level, K-5) and upper (middle and high school level, 6-12). Mean scores have been calculated for each question. The findings graphically demonstrate differences in teacher's opinions which were not entirely limited to the level of their teaching assignment. The results of the survey are presented in relationship to the three teaching columns as referenced in the Paideia Proposal.

Findings of the Study

Didactic

This column in the framework concerns the acquisition or organized knowledge through the means of didactic instruction, lectures and responses, textbooks and other aids in three areas of subject-matter. Those areas are language, literature, and the fine arts; mathematics and natural science; history, geography and social studies. The first findings of significant difference between the two groups of teachers, lower and upper was in the area of how much time is spent daily preparing to teach didactically, 50% of the lower level teachers and 25% of the upper level teachers reported that it took from less than 1/2 hour to do this to 1 hour for this type of preparation. Specific requests by teachers included ideas for how to incorporate creative presentations into the didactic lecture. 47% of the lower level teachers and 29% of the upper level teachers felt that they needed additional training in didactic presentations.

Socratic questioning/seminars

The Socratic column of teaching fosters an enlarged understanding of ideas and values by means of Socratic questioning and active participation. 3% of the lower level teachers and 10% of the upper level teachers reported not much involvement in the selection of the weekly seminar topic and/or piece to be seminared while in comparison 43% of the lower level teachers and 15% of the upper level teachers reported very much involvement. The lower level teachers felt significantly more involved in the selection of the weekly seminar topic and/or seminar piece. 31% of the lower level teachers reported that preparation time for the preparation of the seminar took between 30 minutes to 1 hour while 28% of the upper level teachers reported that it took 1 to 2 hours to prepare a seminar.

97% of both groups reported that their schools schedule seminars weekly. When asked how often socratic questioning is used in the classroom other than during the official school seminar time, 17% of the lower level teachers and 30% of the upper level teachers reported using it 25% of their instructional time. 27% of the lower level teachers and 11% of the upper level teachers reported using socratic questioning techniques 75% of their teaching time. Socratic seminaring may be easier to utilize when classrooms remain intact for the entire teaching day. 32% of the lower level teachers and 22% of the upper level teachers reported that seminars are essential in increasing students' understanding of ideas and values. In total all teachers reported that more in-service

session on seminars and/or Socratic questioning would be of value if a person with expertise could be observed seminaring with 25 to 30 students at a time. Others went on to specify that the Patricia Weiss Workshops would provide this time of training. During the 1993-94 school year all of these teachers will have the opportunity for additional socratic questioning training with Dr. Patricia Weiss in addition to observing her seminar with students from each of the schools involved in the survey. The teachers concluded that what currently is effective for seminars is:

1. to get base line information on a seminar piece.
2. to watch a seminar in progress.
3. to be a participant in a seminar.
4. to involve a novice and an experienced person together to prepare a seminar.
5. to involve the novice and experienced person in a seminar with the same group.
6. to debrief and evaluate the seminar together after it is completed.

Coaching

This column in the Paideia framework seeks to develop intellectual skills of learning by means of coaching exercises through supervised practice in the operations of reading, writing, speaking, listening, calculating, problem-solving, observing, measuring, estimating and exercising critical judgement.

The largest difference reported was in how often coaching is built into the school schedule. 20% of the teachers at the lower level and 59% of the teachers at the upper level reported daily scheduling of coaching while 67% of the lower level teachers and 33% of the upper level teachers reported that the scheduling of coaching was left up to them. Several notes were written by lower

level teachers explaining that the tutorial coaching was done in class daily. The number of students coached at a time varied significantly between the lower level teachers and the upper level teachers with the upper level of teachers working less often with smaller sized groups. 30% of the lower level teachers and 20% of the upper level teachers reported coaching to be effective to essential for the Paideia schools. 22% of the lower level teachers and 20% of the upper level teachers reported that coaching has replaced 25 - 50% of their traditional teaching methods in the classroom. 38% of the lower level teachers and 25% of the upper level teachers felt that additional training in the use of computer-aided instruction would improve their skills as academic coaches. In written comments teachers from both levels requested instruction in different coaching techniques and demonstrations of coaching oriented to the different subject matter disciplines.

Conclusion

41% of the lower level and 32% of the upper level teachers requested professional staff development in the area of integrated literature-based instruction. 25% of the lower level and 46% of the upper level teachers requested professional staff development in the area of alternative assessment. 3% of the lower level and 18% of the upper level teachers requested professional staff development in the area of the needs of the early adolescent. 28% of the lower level and 14% of the upper level teachers requested professional staff development in the area of forming teacher study groups.

Summary

As this study reports changes are occurring in the area of teacher's perceptions of professional staff development. Traditional patterns for group interaction assume that formal roles, lines of authority, and vertical relationships underlie the way business has been conducted in schools. In the reconstructed, non-rational profession model proposed by Patterson, Purkey, and Parker (1986), leadership by knowledge replaces leadership by authority, collaborative decision making replaces bureaucratic directives, high expectations replace accountability, and interactive, collegial cultures replace patterns of isolation (Goodlad, 1988). The Paideia schools are ready for this new type of educational leadership, by and for the teachers.

With this new conception of professional staff development, staff developers must build coalitions between and among people within their system and those outside their system who seek to become partners in creating and sustaining change. Staff developers must serve as "matchmakers" as they bring people together to plan and work toward change. We concur with Barth (1990) who posits that the only way to reform or restructure schools is from within by working <u>with</u> the major actors within individual school environments.

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APPENDICES

The Same Course of Study for All

	COLUMN ONE	COLUMN TWO	COLUMN THREE
Goals	ACQUISITION OF ORGANIZED KNOWLEDGE	DEVELOPMENT OF INTELLECTUAL SKILLS – SKILLS OF LEARNING	ENLARGED UNDERSTANDING OF IDEAS AND VALUES
	by means of	by means of	by means of
Means	DIDACTIC INSTRUCTION LECTURES AND RESPONSES TEXTBOOKS AND OTHER AIDS	COACHING, EXERCISES, AND SUPERVISED PRACTICE	MAIEUTIC OR SOCRATIC QUESTIONING AND ACTIVE PARTICIPATION
	in three areas of subject-matter	in the operations of	in the
Areas Operations and Activities	LANGUAGE, LITERATURE, AND THE FINE ARTS MATHEMATICS AND NATURAL SCIENCE HISTORY, GEOGRAPHY, AND SOCIAL STUDIES	READING, WRITING, SPEAKING, LISTENING CALCULATING, PROBLEM-SOLVING OBSERVING, MEASURING, ESTIMATING EXERCISING CRITICAL JUDGMENT	DISCUSSION OF BOOKS (NOT TEXTBOOKS) AND OTHER WORKS OF ART AND INVOLVEMENT IN ARTISTIC ACTIVITIES e.g., MUSIC, DRAMA, VISUAL ARTS

THE THREE COLUMNS DO NOT CORRESPOND TO SEPARATE COURSES, NOR IS ONE KIND OF TEACHING AND LEARNING NECESSARILY CONFINED TO ANY ONE CLASS

What makes a Paideia school?

More schools are moving towards the Paideia program. Each new school and teacher raise similar questions seeking guidance on what makes a Paideia school. PGI developed the "Five Essential Elements of a Paideia School" and "The Stages of Development for a Paideia School" from extensive research, site visits and dialogue among Paideia practitioners.

THE PAIDEIA GROUP, INC. names honorary members of the association. Welcome to a distinguished group of educators and leaders:
Mortimer J. Adler
Jacques Barzun
Ernest L. Boyer
Douglass Cater
Donald Cowan
Alonzo A. Crim
Clifton Fadiman
Richard M. Hunt
James O'Toole
Theodore T. Puck
Ted Sizer
Charles Van Doren
P. T. Yuen

Essential Elements for the Paideia School

PAIDEIA is a Greek word meaning the upbringing of a child. Paideia educators believe that *ALL* children can learn and deserve the quality of education to which they are entitled -what all parents want for their children. The Paideia School is committed to five essential elements that direct it towards preparing all students to earn a living, be a good citizen of the nation and the world, and pursue lifelong learning.

THE FIVE ESSENTIAL ELEMENTS

- Acceptance of the Paideia Principles by administrators, teachers, and parents.
- Integration of three kinds of teaching and learning didactic, coaching, and seminar discussions - within a curriculum for all students that is established to meet Paideia goals.
- Implementation of on-going professional development for school staff that focuses on seminars, coaching sessions and curriculum.
- Establishment of a learning environment that provides safety, respect and nurtures growth and development for all students, teachers and staff.
- Evaluation of teacher and student performance and understanding through observation, self-assessment, performance, portfolio and standardized tests.

Stages of Development for a Paideia School

Three stages of development guide the Paideia school in achieving its mission - teaching and learning of all children. The first two stages serve as a platform for the one that follows. Within each stage, specific steps build towards attaining the fullest potential of a Paideia program.

INITIAL STAGE

Step 1 Introducing workshops, reading the Paideia books, and periodic seminars for staff and students.
Step 2 Planning reading selections and evaluation for seminars.
Step 3 Scheduling regular staff seminars and staff development.
Step 4 Implementing student seminars on weekly basis.

INTERMEDIATE STAGE

Step 1 Continuing staff development on seminars and scheduling sessions on coaching.
Step 2 Planning for integration of coaching with seminars.
Step 3 Designing teacher and student assessment for seminar participation and skill development, using problem solving, portfolios, projects and surveys.
Step 4 Implementing coaching sessions with seminars and assessment.

ADVANCED STAGE

Step 1 Continuing on-going staff seminars, coaching sessions and curriculum development.
Step 2 Implementing integrated curriculum using didactic, coaching and seminar methods of teaching and learning - "The Paideia Three Columns".
Step 3 Evaluating and fine-tuning curriculum and methods for the acquisition of knowledge, skills and understanding.
Step 4 Preparing ALL students to earn a living, be a citizen of the nation and the world, and pursue lifelong learning.

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Copy of Survey Instrument Distributed and Collected May, 1993

Dear Paideia Educator:

In order for our system to support your efforts in this grand journey called Paideia, it is time to ask you some big questions and for you to respond openly and honestly. The results of your responses will be used to plan professional staff development activities for the 1993-94 school year. Because of our strong regard for your professional opinion we ask that you take time and thoughtfully respond to the enclosed surveys. A summary of the findings will be returned to you.

** Within this survey the values of all numbers ranges from not very = 1 to very = 5. (In coding the answers NR was used when the question had been omitted by the respondent).

- -

Socratic: This column of teaching fosters an enlarged understanding of ideas and values by means of Socratic questioning and active participation.

1. How involved do you feel in selecting the weekly seminar topic:

   NR 1 2 3 4 5

2. What is the amount of preparation time needed to prepare for seminar?

   NR 1. Less than 1/2 hour 2. 30 minutes to 1 hour

   3. 1-2 hours 4. More than 2 hours.

3. How often does your school schedule seminars?

   1. Daily 2. Weekly 3. Bi-weekly 4. Monthly

4. How often do you seminar with your students?

   NR 1. Daily 2. Weekly 3. Bi-weekly 4. Monthly

5. How many students do you seminar with?

   NR 1. 0-13 2. 14-25 3. 26-30 4. More than 30

6. For me to continue to conduct effective seminars I need:

NR 1. In-depth training 2. Additional training

3. No more training needed 4. Other

7. Do you use Socratic questioning outside of seminars?

_____ Yes _____ No

If so, please tell us how and when?

HOW OFTEN is socratic questioning used in your classroom?

NR 1. 25% 2. 50% 3. 75% 4. More than 75%

8. To what extent is the seminar effective in increasing students' understanding of ideas and values?

NR 1. Not effective 2. Somewhat effective

3. Effective 4. Very effective 5. Essential

9. The in-service session on seminars and/or Socratic questioning I would find most informative would be:

What seems to be effective is:

Coaching: This column in the Paideia framework seeks to develop intellectual skills of learning by means of coaching, exercises,s and supervised practice in the operations of reading, writing, speaking, listening, calculating, problem-solving, observing, measuring, estimating and exercising critical judgement.

1. How often does your school schedule coaching?

NR 1. Daily 2. Weekly 3. Left up to me Other

2. How many students do you coach at a time?

NR 1. 4-6 2. 7-10 3. 10-20 4. 20-

3. What is the amount of preparation time needed to prepare for coaching?

NR 1. Less than 1/2 hour 2. 30 minutes 3. 1-2 hours

4. More than 2 hours

4. I feel the effectiveness of coaching for my students is:

   NR 1. Not effective 2. Somewhat effective

   3. Effective 4. Very effective 5. Essential

5. For me to be an effective coach I need:

   NR 1. In-depth training 2. Additional training

   3. No more training needed

6. To what extent has coaching, as explained in the Paideia Proposal, replaced traditional methods in your classroom?

   NR 0% 1. 25% 2. 50% 3. 75%

7. For me to improve my skills as a coach I need training in:

   1. Cooperative learning techniques

   2. Computer aided instruction

   3. Scheduling of coaching

   4. Other

8. The in-service session on coaching I would be most likely to attend would be structured in the following way:

9. I would be interested in working with a small group of colleagues to develop a plan for coaching:

   NR 1. Little interest 2. Somewhat interested

   3. Interested 4. Very interested Other

Didactic: This column in the framework concerns the acquisition of organized knowledge by means of didactic instruction, lectures and responses, textbooks and other aids in three areas of subject-matter. Those areas being language, literature, and the fine arts; mathematics and natural science; history, geography and social studies.

1. How much time do you presently spend daily teaching didactically?

   NR 1. less than 25% 2. 50% 3. 75% 4. More than 75%

2. In your opinion what percentage would be ideal?

   NR 10% 20% 25% 30% 35% 50% 75%

3. What is the amount of preparation time needed to prepare for didactic instruction?

NR 1. Less than 1/2 hour 2. 30 minutes to 1 hour

3. 1-2 hours 4. More than 2 hours It varies

4. I would be interested in an in-service session on how to use interactive video as part of my didactic instruction.

NR _____ Yes _____ No

Any other topics for in-service for didactic teaching?

5. For me to become a more effective didactic instructor I need:

NR 1. In-depth training 2. Additional training

3. No more training needed 4. Other

Other areas of interest:

I would be interest in professional development in the additional areas of: (Please circle those of interest)

* Integrated literature based instruction
* Alternative assessment
* Expository assessment
* Parental Support
* Team planning techniques
* Information on the early adolescent
* Scheduling for Paideia
* Forming teacher study groups
* Cultural Arts
* Teaching regular education teachers ways to modify for special needs student in the classroom.
* How to teach collaboratively.
* Other

General: Teachers who have been working in the Paideia schools have some specific and general concerns they would like to have addressed. Well, now is your chance to be reflective and say what you want to say. Your thoughts, dreams and wishes will be read and responded to. Take as much room as you like and let us know what you think about your adventure in Paideia and where you would like to see us go with our quest as life-long learners.

This would also be a good space to use to give your opinion concerning students with special needs. What do we need to do in our one-track curriculum for these students?

Does coaching take care of these students? If the answer to the preceding question is no, please make suggestions as to what we could do to better meet their needs.